ROXETH PRIMARY SCHOOL

RE POLICY

Revised November 2024
To be reviewed November 2027

OUR MISSION STATEMENT
learning together, making progress, achieving goals

ROXETH PRIMARY SCHOOL

Religious Education Policy

Statement:

Religious Education, together with the core and foundation subjects of the National Curriculum, forms the basis of the statutory curriculum for all pupils in full time education. Religious Education and collective worship give our children the opportunity to develop skills of listening to others and understanding viewpoints different from their own. RE is the leading subject in the promotion of multi -cultural and multi- faith understanding and makes a considerable contribution to social and community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

The policy will;

- Take account of the requirements set out in the Education Reform Acts of 1944 and 1988 and the non-statutory guidance 2010;
- Follow the aims and purposes of Religious Education as defined by the Harrow Agreed syllabus (SACRE 2023 -28) (…….) and comply with the non-statutory guidance for Religious Education in English Schools 2010;
- Give clear guidance about its place in the curriculum and other dimensions including Computing;
- Reflect the ethos and values of the school and community; and
- Take account of children's rights to practise their religion as specified under Articles 14 and 30 of the UNCRC.

Aims and Purposes:

The principal aim of Religious Education in the London Borough of Harrow is to help children and young people to develop knowledge and understanding of religions and worldviews and to gain the skills to engage with them personally, academically, respectfully and with compassion. I

Religious Education provides opportunities for pupils to:

- Develop their knowledge and understanding of, and their ability to respond to, Christianity and the other principal religions and world views represented in Britain; , including those communities represented locally, the Baha'i religion, Buddha Dhamma (the Buddhist religion), Humanism (the Humanist worldview), Islam (the Muslim religion), Jain Dharma (the Jain religion), Judaism (the Jewish religion), Sanatana Dharma (the Hindu religion), Sikh Dharm (the Sikh religion) and Zoroastrianism (the Zoroastrian religion) and to gain the skills to engage with them personally, academically, respectfully and with compassion;
- Explore issues within and between faiths to help them understand and respect different religions, world views beliefs, values and traditions, and understand the influence of these on individuals, societies, communities and cultures;

- Consider questions of meaning and purpose in life;
- encourage challenging philosophical questions about the ultimate meaning and purpose of life, beliefs about God, the self, the nature of reality, issues of right and wrong and what it means to be human;
- enable pupils to become religiously, theologically and philosophically literate so they can engage in life within pluralistic societies, locally, nationally and globally;
- Learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues;
- Enhance their spiritual, moral, cultural and social development;
- Develop their sense of identity and belonging, preparing them for life as citizens in a plural society;
- Contribute to the teaching of Personal, Social and Health Education and Citizenship (PSHE) and Relationship and Sex Education (RSE);
- Reflect on, analyse and evaluate their beliefs, values and practices;
- Improve their communication skills by articulating their thoughts; and
- Cultivate positive attitudes and respect for others' beliefs and values (including British Values) and practices.

<u>Outcomes:</u>

It is a principal aim that through the teaching of Religious Education the following outcomes will be promoted:

- An extended awareness that some features and certain beliefs are shared by more than one religion and world view, although may be expressed differently;
- A developing confidence to express their own beliefs and views;
- A developed understanding of what it means to belong to a community;
- A recognition of, and respect for the right to hold different views and beliefs; and
- An ability to relate what they learn in RE to other areas (of a pupil's life and experience).

<u>Implementation:</u>

Effective schemes of learning in RE will incorporate a balanced and coherent suite of enquiries/content, built around the six areas of enquiry. As pupils move through the RE curriculum, they should gain deeper understanding and command of Christianity and the other religions and worldviews identified within this Agreed Syllabus.

In the Agreed Syllabus, the key drivers of progression are all related to the six areas of enquiry and they are spelled out in the statements at the beginning of each key stage section. They involve:

• extending and deepening knowledge (e.g. through increasing use of subject-specific vocabulary),

• asking big questions and expressing views (e.g. with reasoning, examples and relevant material),
This means that, generally, through the key stages:

• the study of Christianity* and other principal religions and worldviews should become deeper and more comprehensive,

• vocabulary should become wider, more abstract and used more competently,

• enquiries, concepts, content and source materials should become more challenging and complex and concepts integrated into a coherent narrative in relation to the matters studied,

• pupils should ask more challenging and perceptive questions,

Religious Education will be taught as discrete topics; the teaching of the topics will be as indicated in the Harrow Agreed Syllabus for 2023-28. The delivery of this will be carried out by the class teachers or PPA cover according to the scheme of work set out for each year group. This includes:

- Coverage of content and process;
- Strategies for progression;
- Arrangements for assessment, recording and reporting;
- Key areas for exploration;
- Cross-curricular dimensions.

<u>Teaching and Learning:</u>

This will be divided into two main parts:

Learning about religion by:

- Developing their knowledge and understanding of Christianity, Hinduism, Islam, Judaism, Jainism, Baha'i, Sikhism, Zoroastrianism, Buddhism and non- religious beliefs such as Humanism.

Learning from religion by:

- Enhancing their own spiritual and moral development;
- Developing positive attitudes towards other people and their right to hold different beliefs (Articles 14 and 30 of the UNCRC);
- Exploring opportunities to talk and express ideas about their own beliefs and identity;
- Examining and expressing ideas about the development of personal relationships;
- Discovering opportunities to experience and share places and situations that may be conducive to thought, reflection and inspiration; and
- Appreciating that faith-based organisations can provide a source of emotional well- being, and social support, promoted through a community built around shared beliefs.

The class teachers will be encouraged to employ a range of teaching and learning strategies to

develop knowledge, skills and enthusiasm. Provision within Religious Education will be made for pupils with specific educational need (SEN).

Resources

The Teachers will be using the Kapow scheme in line with the Harrow Agreed syllabus. This will be used in the study of Religious Education for RE across EYFS, KS1 and KS2 that is a comprehensive scheme designed to deepen and extend the knowledge and skills of pupils. Kapow will provide a basis for a structured, sequential and consistent learning experience that builds on prior knowledge across all key stages, ensuring that pupils develop a better understanding of RE. Children will be enriched by drawing on local expertise and visiting local places of worship. Resources will be continually monitored throughout the year and audited annually. The Subject Leader (Mrs Merali) will undertake the purchase of new materials after consultation with the staff during the year and in keeping with the financial guidelines of the school.

Management

The Subject Leader will be responsible for the following aspects of Religious Education:

- Advising on resources and planning how the funding allocated to R.E. will be spent;
- Discussing plans and schemes of work with colleagues and clarifying areas of uncertainty;
- Monitoring the process of R.E. teaching;
- Monitoring record keeping;
- Running staff meetings as required to discuss R.E. issues;
- Preparing and updating documentation relevant to the teaching, training and learning of R.E.;
- Reviewing the R.E. policy; and
- Representing the school on matters relating to R.E.

Assessment, recording and reporting,

The class teacher will be responsible for the monitoring and recording of pupils' R.E performance in line with the school's policy on marking based on the attainment descriptions in the Harrow Agreed syllabus. Assessment will form an integral part of the teaching and learning and will be carried out on a regular basis. This will be done by observing pupils' learning, by questioning, talking and listening to them and by examining work produced.

Whole School Issues

The teaching of Religious Education affords opportunities to address equal opportunities, race and in furtherance of the school's Equal Opportunities Policy. The issues are incorporated in the schemes of work and should be identified in teachers' forward plans.

Staff should be encouraged to develop their own skills and knowledge to further enhance their teaching of R.E. Opportunities will be given, where appropriate for staff to participate in courses that meet these needs. Computing will be used as a resource in R.E for communicating information and handling information where appropriate. Use of Computing in R.E will be identified in class teachers' forward plans. Regarding SEN, account will be taken of the code of practice as set out in the whole school development plan. Teachers will be encouraged to display children's work in the classroom and around

the school. Where possible, collective worship, reflection and class assemblies centered on Religious festivals and R.E should be linked.

Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although the school should ensure parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus (as stated in the school prospectus). In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain within the classroom.

Agreed by: Full Governing Body

Teacher responsible: Mrs S Merali

Date: November 2024